

# Virginia Virtual High School

## 2006-2007 Summer Assignments

**If your course does not have an assignment listed, please check back during the summer, as we will post some assignments after course revisions are completed.**

Course:	<b>Advanced Placement Art History</b>
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Course #:	<b>9151</b>
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Summer Viewings:	
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### Summer Viewings for 2006

There are many wonderful art museums on the internet today. Below is a list of a few of the best art museums available. As you review this art during your summer, please select one style of art that you enjoy viewing and one style that leaves you cold. Keep a list of artists and styles that you enjoy viewing and those that you simply do not understand.

[http://www.louvre.fr/llv/commun/home\\_flash.jsp?bmLocale=en](http://www.louvre.fr/llv/commun/home_flash.jsp?bmLocale=en)

<http://www.ibiblio.org/wm/paint/>

<http://ripley.wo.sbc.edu/faculty/witcombe/ARTHLinks.html>

<http://www.metmuseum.org/toah/splash.htm>

<http://www.art-design.umich.edu/mother/>

[http://www.artchive.com/ftp\\_site.htm](http://www.artchive.com/ftp_site.htm)

<http://www.chart.ac.uk/vlib/>

Course:	<b>Advanced Placement Biology</b>
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Course #:	<b>4370</b>
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Course:	<b>Advanced Placement Calculus AB</b>
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Course #:	<b>3177</b>
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Course:	<b>Advanced Placement Gov &amp; Politics: Comparative</b>
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Course #:	<b>2450</b>
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Summer Assignments	
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### Summer Assignment List 2006

Advanced Placement Comparative Government is a college-level class that requires an extensive amount of reading and research of the seven countries covered during the school

year.

Students will be required to complete several reading assignments during the summer to acquire knowledge before beginning class in the fall.

The following list contains Briefing Papers recommended by the College Board. Complete the reading of each paper, taking notes as you read, and place those notes in a binder for class reference in the fall.

There are also web-sites provided from each of the seven countries to be studied. Print a copy, place in your binder. Complete a chart with the following headings for each of the seven countries:

Official Name	Capital	Type of Government	Principal Officials	Language	Population
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#### Briefing Papers

[http://apcentral.collegeboard.com/repository/ap05\\_comp\\_govpol\\_demo\\_42252.pdf](http://apcentral.collegeboard.com/repository/ap05_comp_govpol_demo_42252.pdf)  
[http://apcentral.collegeboard.com/repository/ap05\\_comp\\_govpol\\_glob\\_42253.pdf](http://apcentral.collegeboard.com/repository/ap05_comp_govpol_glob_42253.pdf)  
[http://apcentral.collegeboard.com/repository/ap05\\_comp\\_govpol\\_iran\\_42251.pdf](http://apcentral.collegeboard.com/repository/ap05_comp_govpol_iran_42251.pdf)  
[http://apcentral.collegeboard.com/repository/ap05\\_comp\\_govpol\\_mexi\\_42254.pdf](http://apcentral.collegeboard.com/repository/ap05_comp_govpol_mexi_42254.pdf)  
[http://apcentral.collegeboard.com/repository/ap05\\_comp\\_govpol\\_nige\\_42255.pdf](http://apcentral.collegeboard.com/repository/ap05_comp_govpol_nige_42255.pdf)

#### Countries Fact Sheet

<http://www.state.gov/r/pa/ei/bgn/5314.htm>  
<http://www.state.gov/r/pa/ei/bgn/2836.htm>  
<http://www.state.gov/r/pa/ei/bgn/18902.htm>  
<http://www.state.gov/r/pa/ei/bgn/3842.htm>  
<http://www.state.gov/r/pa/ei/bgn/3454.htm>  
<http://www.state.gov/r/pa/ei/bgn/35749.htm>  
<http://www.state.gov/r/pa/ei/bgn/3846.htm>

Course:

**Advanced Placement Gov & Politics: US**

Course #:

**2445**

Summer Assignments

#### **Advanced Placement Government Summer Assignment 2006**

In May of 1831, a fancily dressed, young French aristocrat arrived in the United States to begin his “scientific” study of a new social and political phenomenon, American democracy. After several months of traveling throughout this new nation, interviewing numerous American from all walks of life, Alexis de Tocqueville returned to France to write *Democracy in America*, the single best source with which to begin exploration of American government and politics. Tocqueville saw the United States as a unique nation. He observed that Americans were all equal. Some were wealthy and some were poor, but all who were not enslaved had an equal opportunity from the start. This was not the case in any other nineteenth-century nation. To Tocqueville, this idea of equality was America’s identifying mark, a most cherished national virtue.

Read the following selections from *Democracy in America*.

[http://xroads.virginia.edu/~HYPER/DETOC/1\\_ch03.htm](http://xroads.virginia.edu/~HYPER/DETOC/1_ch03.htm)  
[http://xroads.virginia.edu/~HYPER/DETOC/1\\_ch04.htm](http://xroads.virginia.edu/~HYPER/DETOC/1_ch04.htm)

[http://xroads.virginia.edu/~HYPER/DETOC/1\\_ch05.htm](http://xroads.virginia.edu/~HYPER/DETOC/1_ch05.htm)  
[http://xroads.virginia.edu/~HYPER/DETOC/1\\_ch18.htm](http://xroads.virginia.edu/~HYPER/DETOC/1_ch18.htm)

Upon completion of your reading, answer the following questions. Submit your answers on the first day of class.

1. What were the social conditions observed by Tocqueville? How were they different from those in which he lived in France?
2. What is the significance of sovereignty in the new nation? What comparisons did Tocqueville make between the sovereignty of the people of America and the “Deity of the universe”?
3. The political or administrative areas within America are focused on what three entities? What do these three entities tell us about the rest of the America?
4. According to Tocqueville, what is the importance of universal suffrage? How was universal suffrage in America different from that in France?

Course: **Advanced Placement English Language and Composition**

Course #: **1196**

Summer Readings

### **Summer Readings 2006**

The following readings are a list of the works that you will be reading this fall and/or spring. As you begin to read these works, please be aware of the “style” of writing the author is using. “Style” is the unique way an author presents his ideas; this will include diction, syntax, imagery, structure, and content which all contribute to a particular author’s style. While keeping in mind the elements of style, begin reading these selections to prepare for your class. The Great Gatsby, The Killer Angels, Their Eyes Were Watching God, A Raisin in the Sun, Bread Givers, The House on Mango Street, The Woman Warrior, Angela’s Ashes, Brave New World, The Awakening, The Things They Carried, The Scarlet Letter.

Course: **Advanced Placement English Literature and Composition**

Course #: **1195**

Summer Reading:

### **Summer Readings 2006**

Emily Bronte sent Wuthering Heights to publishers under the masculine name of Ellis Bell, but even so it took many tries and many months before it was finally accepted for publication. All the reviews for the novel were very negative. The reviewers implied that the author of such a novel “must be insane, obsessed with cruelty and barbaric.” However, today this novel has an important place in the development of characters and themes. As you read this novel, observe the use of doors and windows as symbol of freedom for the characters.

Wuthering Heights by Emily Brontë at  
[http://www.pagebypagebooks.com/Emily\\_Bronte/Wuthering\\_Heights/](http://www.pagebypagebooks.com/Emily_Bronte/Wuthering_Heights/)

In the fifteenth century, Sir Thomas Malory collected legends and tales of King Arthur and his Knights of the Round Table and published them as *Le Morte d'Arthur*. When reading this work, pay close attention to the development of the character of Arthur, especially to his development as a leader. You may also wish to consider the strength of literary and emotional power that the character of Arthur presents to the reader.

Le Morte D'Arthur: King Arthur and the Legends of the Round Table

By Sir Thomas Malory (in most libraries)

Available online at: <http://etext.virginia.edu/toc/modeng/public/Mal1Mor.html>

Course: **Advanced Placement European History**

Course #: **2399**

Course: **Advanced Placement Environmental Science**

Course #: **4270**

Course: **Advanced Placement Human Geography**

Course #: **2212**

Course: **Advanced Placement Macroeconomics**

Course #: **2803**

Micro/Macro Economics will introduce many new concepts and ideas to students. The sites below will introduce the concepts and problems which this course will begin to deal with this fall. Students should become familiar with the basic concepts of Economics and the course's unique vocabulary prior to the beginning of the new school year. To begin the course with a working knowledge of Economics, please review these sites:

<http://www.42explore2.com/econ.htm>

<http://www.federalreserveeducation.org/FRED/>

<http://www.ingrimayne.com/econ/DemandSupply/OverviewSD.html>

<http://www.mcwdn.org/ECONOMICS/EconMain.html>

Course: **Advanced Placement Microeconomics**

Course #: **2802**

Micro/Macro Economics will introduce many new concepts to students. The sites below will introduce the concepts and problems which this course will begin to deal with this

fall. Students should become familiar with the basic concepts of Economics and the course's unique vocabulary prior to the beginning of the new school year. To begin the course with a working knowledge of Economics, please review these sites:

<http://www.42explore2.com/econ.htm>  
<http://www.federalreserveeducation.org/FRED/>  
<http://www.ingrimayne.com/econ/DemandSupply/OverviewSD.html>  
<http://www.mcwdn.org/ECONOMICS/EconMain.html>

Course: **Advanced Placement Physics B**

Course #: **4570**

Course: **Advanced Placement Psychology**

Course #: **2902**

Course: **Advanced Placement Statistics**

Course #: **3192**

Course: **Advanced Placement U.S. History**

Course #: **2319**

Summer Readings:

### Summer Reading List

AP U.S. History students should **select one book** from this list to read. As you read your chosen novel, please consider how economic problems push revolutionary changes in governments.

Choose at least one of the following:

Book, Author, Year Published

*1776* By David McCulloch 2005

*John Adams* By David McCulloch 2001

*Founding Brothers: The Revolutionary Generation* By: Joseph Ellis 2000

*Founding Mothers: The Women Who Raised Our Nation* By: Cokie Roberts 2004

*The Greatest Generation* by Tom Brokaw 1998

*No Ordinary Time: Franklin and Eleanor Roosevelt: the Home Front in WW II*

By: Doris Kearns Goodwin 1994

*Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* By: Stephen Ambrose 2000\*\*

*The World is Flat* By Thomas Friedman 2005

Course: **Advanced Placement World History**

Course #: **2380**

Summer Assignments:

**Summer Assignment for 2006**

Advanced Placement World History is a college-level course that will require extensive readings and you will be asked to analyze historical documents. The course will require historical thinking and the ability to compare and contrast, to recognize change over time and analyze documents, graphs, charts and maps. It is not just the memorization of dates, names and places. It will also require essay writing skills and you will be required to keep a vocabulary journal.

I. Begin your vocabulary journal (a spiral notebook is fine) by defining:

Primary sources	Syncretism
Secondary sources	Assimilation
Immigration	Globalization
Eurocentric	Colonization
Migration	

II. Think of a fictional movie that you have seen recently that has a historical setting, preferably outside the United States. This will include any movie dealing with war, ancient Rome, Greece, Troy, Alexandria, India or the Crusades. At the beginning of class you will write a short paper expressing your opinion on the historical accuracy or inaccuracy of the film. Be specific, but do not spend a lot of time in researching this. I want you to begin to think historically. What documents do you think the producer used to create the movie? How does this movie compare to a documentary or a production on the History or Discovery Channel? What role do movies play in our perception of history? Try to watch a program on the History or Discovery Channel that deals with world history. In June *The Ottoman Empire: The War Machine*, *The True Story of Alexander the Great*, *Spartacus*, etc. are being shown. There will be other programs throughout the summer. This will help you in your comparison. You can also review programs online at the History Channel website.

III. We will be using several online websites dealing with world history, please visit [www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html) this is linked to the History Channel and the Discovery Channel and covers 3000 years of history. Also geography will be important in the course and review <http://hrw.com/atlas/norm.htm/world.htm> this will be a helpful site when completing map course work.

I look forward to an exciting year and getting to know each of you.

Mrs. Marney

Course:	<b>Chinese I</b>
Course #	<b>5810</b>

Course:	<b>CREATIVE WRITING</b>
Course #	<b>1171</b>
Summer Assignment	<b>Summer Assignment 2006</b> Create a Summer Journal

**What Is A Journal?**

A journal is a series of writings done by a student in response to daily life. Journals contain descriptions of events and reflections about the events. Instructors make a distinction between a journal and a diary. We consider a diary to contain a description of the events of the day; however, a journal may contain these descriptions, but it also contains your reflections on the events, and your feelings about them. It does not matter what you call your writing, either a diary or journal, as long as you understand the distinction between these two ways of writing. These journals will be used to collect ideas (or story starters) for this course.

**Please review this site as a way to begin your journal:**

**[http://www.writersdigest.com/articles/fill\\_page\\_one.asp](http://www.writersdigest.com/articles/fill_page_one.asp)**

Course:	<b>Japanese I</b>
Course #:	<b>5910</b>
Summer Assignments:	Please review this site below which concerns the society on Japan; the site allows you to view historical and political articles, as well as Japanese television: <a href="http://www.jinjapan.org/tv.html">http://www.jinjapan.org/tv.html</a>

In addition, please begin studying the Japanese writing styles:

<http://members.aol.com/writejapan/>

Course:	<b>Japanese II</b>
Course #:	<b>5920</b>
	Please review this site below which concerns the society on Japan; the site allows you to view historical and political articles, as well as Japanese television: <a href="http://www.jinjapan.org/tv.html">http://www.jinjapan.org/tv.html</a>

In addition, please begin studying the Japanese writing styles:

<http://members.aol.com/writejapan/>

Course:	<b>Japanese III</b>
Course #:	<b>5930</b>
Summer Assignments:	<p>Please review this site below which concerns the society on Japan; the site allows you to view historical and political articles, as well as Japanese television:  <a href="http://www.jinjapan.org/tv.html">http://www.jinjapan.org/tv.html</a></p> <p>In addition, please begin studying the Japanese writing styles:  <a href="http://members.aol.com/writejapan/">http://members.aol.com/writejapan/</a></p>

Course:	<b>LATIN I</b>
Course #:	<b>5310</b>
Summer Readings:	<p style="text-align: center;"><b>Summer Reading 2006</b></p> <p>Please review this site on Roman Mythology  <a href="http://www.geocities.com/Athens/Delphi/8991/roman.html">http://www.geocities.com/Athens/Delphi/8991/roman.html</a></p> <p>In addition, these sites on Roman life will be an interesting place to begin learning about Roman life:  <a href="http://members.aol.com/Donnclass/Romelife.html">http://members.aol.com/Donnclass/Romelife.html</a> and  <a href="http://www.bbc.co.uk/schools/romans/">http://www.bbc.co.uk/schools/romans/</a></p> <p>You may find this site on Roman buildings and architecture helpful in studying Latin:  <a href="http://www.crystalinks.com/rome.html">http://www.crystalinks.com/rome.html</a></p> <p>You may also enjoy this site on ballgames in the Roman world:  <a href="http://www.personal.psu.edu/users/w/x/wxk116/romeball.html">http://www.personal.psu.edu/users/w/x/wxk116/romeball.html</a></p>

Course:	<b>LATIN II</b>
Course #:	<b>5320</b>
Summer Readings:	<p>Please review the history of Roman by reviewing the articles on The Internet Ancient Sourcebook: Rome:  <a href="http://www.fordham.edu/halsall/ancient/asbook09.html">http://www.fordham.edu/halsall/ancient/asbook09.html</a></p> <p>In addition, practice your vocabulary using these pages:  <a href="http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html">http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html</a></p> <p>You may wish to test yourself using this site: <a href="http://www.quia.com/quiz/126896.html">http://www.quia.com/quiz/126896.html</a></p>

Course:	<b>LATIN III</b>
Course #:	<b>5330</b>
Summer Readings:	<p>Please review the history of Roman by reviewing the articles on The Internet Ancient Sourcebook: Rome:  <a href="http://www.fordham.edu/halsall/ancient/asbook09.html">http://www.fordham.edu/halsall/ancient/asbook09.html</a></p> <p>In addition, practice your vocabulary using these pages:  <a href="http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html">http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html</a></p> <p>You may wish to test yourself using this site: <a href="http://www.quia.com/quiz/126896.html">http://www.quia.com/quiz/126896.html</a></p>

Course:	<b>Pre-Calculus, Mathematical Analysis</b>
Course #:	<b>3162</b>



Course:	<b>SAT Preparation</b>
Course #	<b>1515</b>
Title:	<b>Materials will be supplied for the SAT PREP</b>

Course:	<b>World Mythology</b>
Course #	<b>1165</b>

Summer Readings:

### **Summer Readings 2006**

Broadly speaking myths and mythologies seek to rationalize and explain the universe and all that is in it. Thus, they have a similar function to science, theology, religion and history in modern societies. Systems of myths have provided a cosmological and historical framework for societies that have lacked the more sophisticated knowledge provided by modern science and historical investigation.

**A** myth is an attempt to explain other things as well, such as a certain custom or practice of a human society (for example, a religious rite), or a natural process, like the apparent daily motion of the sun across the skies. In their imaginations the Greeks of ancient times saw a man driving across the heavens in a chariot drawn by fiery **horses**. When evening came, he dipped into the western ocean, and while he slept he was carried back eastward along the earth's northern rim in a golden boat shaped like a bowl.

**Myths** are mixtures of morals, poetry, and history that were used to teach humans proper **behavior**. Mythical gods, the Higher Powers, with all their own shortcomings, had certain standards, rules, and expectations for mortal men and women -- they must show hospitality to strangers, and they must keep pride within reasonable bounds. In the eyes of the gods, excessive pride, or **hubris**, was the worst offense and deserved the worst punishment.

To prepare for our study of World Mythology, please begin reading the following:

Edith Hamilton: Mythology

and/or Bullfinch's Mythology

Both of these can be found online at Nova:

<http://www.nova.edu/~mulvey/classical.htm>